DOCUMENT RESUME

ED 232 255 EA 015 802

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TITLE A Time Manageable Supervisory System for Secondary School Principals.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE 7 Feb 83
NOTE 20p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (67th, Dallas, TX, February 4-8, 1983). Presented earlier, as well, at several conventions in 1980 following its adaptation from "STEMBOR: Supervision through Educational Management by Objectives and Results," by Joseph P. Mooney and Cyrus A. Altimus (Virginia Beach, VA: Patriot Press, Inc., 1979). Portions of text may reproduce poorly due to blurred print of original document.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Role; Classroom Observation Techniques; Educational Objectives; *Management by Objectives; Needs Assessment; *Principals; Records (Forms); *School Supervision; Secondary Education; Teacher Evaluation; Visual Aids

ABSTRACT

Collected here are a number of varied materials on school supervision intended for secondary principals. These include a brief description of a presentation concerning school supervision; a number of visual aids, checklists, charts, and outlines used in the presentation; a short paper on the logistics of Supervision through Educational Management by Objectives and Results (STEMBOR); and an appendix to that paper containing a sample weekly school calendar notifying teachers of what is expected of them for that week, an outline of the sequence administrators should use for STEMBOR supervisory activities, a checklist of classroom routines, and a classroom observation form to be used when evaluating teachers. The papers and outlines describe a system applying management by objectives to school supervision; the other materials are to be used by principals in implementing the system. (JM)

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A Time Manageable Supervisory System For Secondary School Principals

by Dr. Joseph P. Mooney
Old Dominion University, Norfolk, VA
Monday - 9-10:30 & 10:45-noon

Dr. Mooney focused on a systems approach to enable principals, who are traditionally overwhelmed with other duties, to find time for effective supervision.

A system was defined as "a methodical arrangement of parts to achieve a goal or objective." It is based on the answers to four questions: 1. "Where are we?" (Conduct an achievement assessment.) 2. "Where do we want to go?" (Set goals) 3. "How do we get there?" (Set objectives) and 4. "How do we evaluate our progress?" (Monitor objectives.)

"The time spent in systematically answering these questions with your staff will pay dividends in time saved in the day-to-day operation of the school," Dr. Mooney assured the group.

He then discussed "Environmental Influences" that must be considered prior to setting goals: Legal, Economic, Competitive, Political, Social, Cultural, Religious-Ethical and Technological.

In addition he outlined the process of setting goals by the school board and translating them into objectives through administrative-staff channels to make them achievable by students.

In developing the "Time Manageable" aspect of the topic, he told the story of Ali Hafed, who sold his farm on the River Indus and roamed the world seeking diamonds. After a short period, broke and in ill health, he returned home. His farm

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was enclosed by a fence in front of a large sign which read, "An acre of Diamonds."

The "Systems Supervisory Model" which Dr. Mooney presented is based on the premise that there are myriad activities within every school which, if attended to, can produce a systematic approach to supervision that is time-manageable.

Following are the basic steps in the "Systems Supervisory Model": I. Know the goals and objectives of your school, II. Know thyself, III. Know the learning environment, IV. Know the teachers, V. Know the students, VI. Plan the logistics for supervision, VII. Plan the supervisory sequence for all teachers, and VIII. Plan an inservice program.

In conclusion, Dr. Mooney stated "I hope, when you return home, you will each discover your "Acre of Diamonds" that will enable you to design a time-manageable system for effective supervision.

PRESENTATION

NASSP CONVENTION - MIAMI BEACH - JANUARY 15, 1980

A TIME MANAGEABLE SUPERVISORY SYSTEM FOR SECONDARY SCHOOL PRINCIPALS

Adapted from

STEMBOR: Supervision Through Educational Management by Objectives and Results. Virginia Beach, Patriot Press, Inc., 1979.

By The Authors

Dr. Joseph P. Mooney, Former Secondary School Principal, Associate Professor, Department of Educational Leadership and Services, Old Dominion University, Norfolk, Virginia.

Dr. Cyrus A. Altimus, Management by Objectives Consultant and Dean of the School of Business, Indiana University, Indiana, Pa. (He did not participate)

CHAIRMAN

Dr. Nicholas T. Mamnos
Principal
Niles West High School
Skokie, Illinois

Also Presented:

National ASCE Convention
Atlanta, GA - March, 1980

National Conference of Professors of Educational Administration
Old Dominion University - August 1980

A SYSTEM

DEFINITIONS

A METHODICAL ARRANGEMENT OF PARTS.

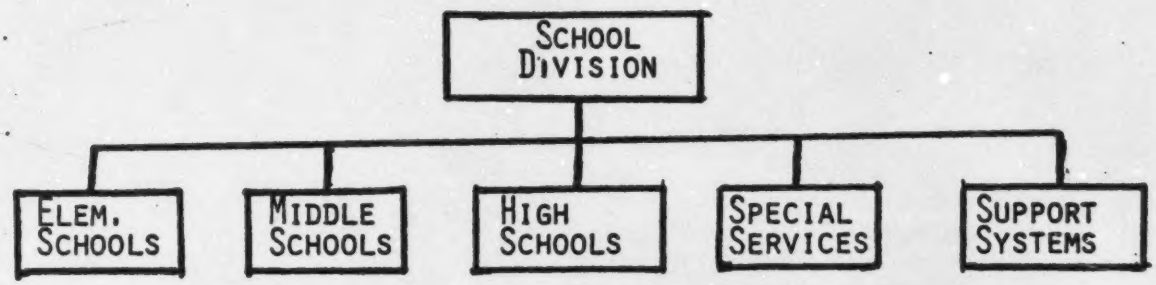
THE SUM OF INTERRELATED PARTS AND ACTIONS DESIGNED TO ACHIEVE AN OBJECTIVE.

TYPES

1. OPEN - SCHOOL DIVISION
2. CLOSED - MONASTERY

CONSTRUCTION

MOST SYSTEMS HAVE SUB-SYSTEMS

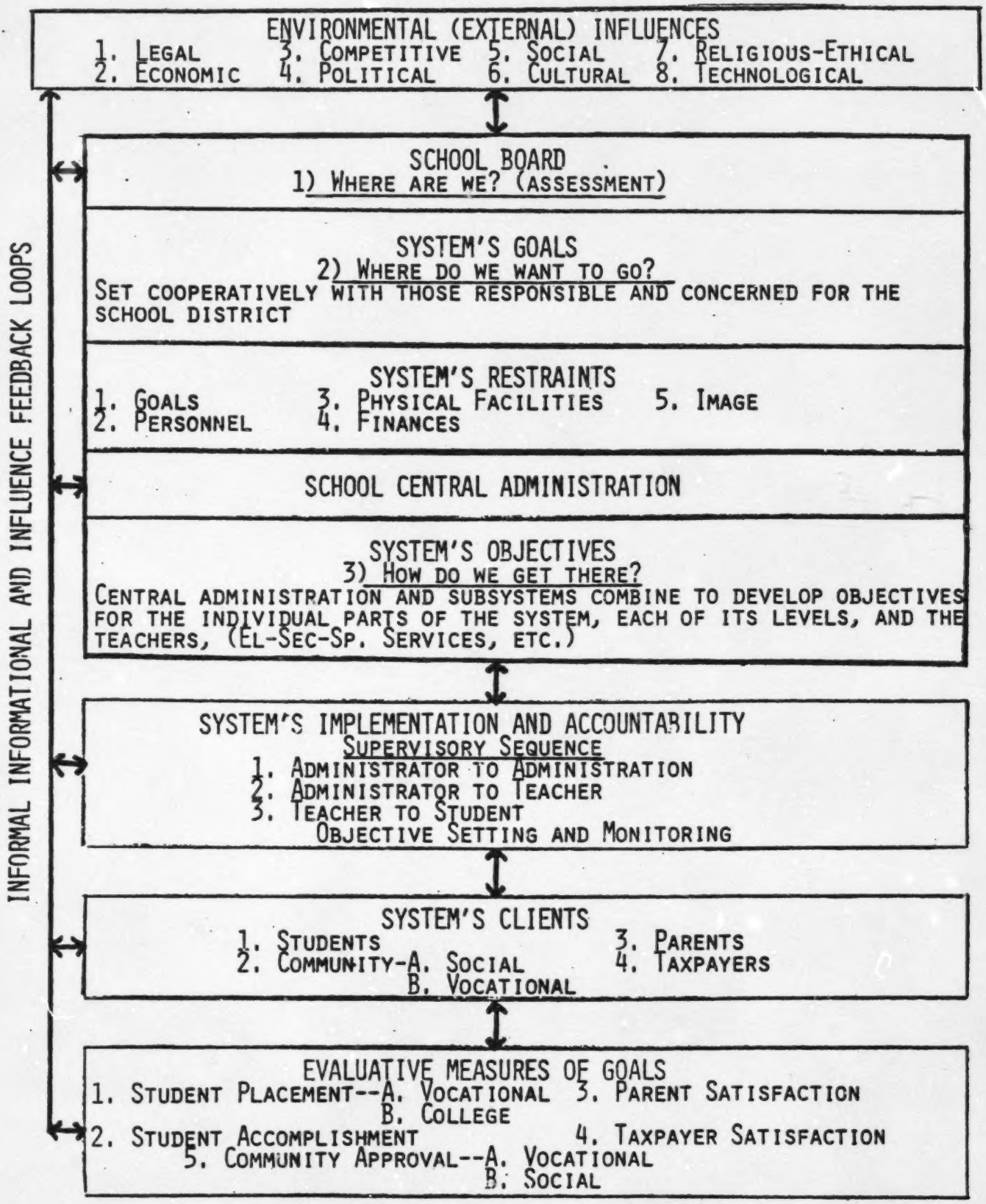


OPERATION

ANSWERS THREE QUESTIONS

1. WHERE ARE WE? (ACHIEVEMENT ASSESSMENT)
2. WHERE DO WE WANT TO GO? (GOALS)
3. HOW DO WE GET THERE? (OBJECTIVES)

STEMBOR MODEL*



Mooney, Joseph P. and Altimus, Cyrus A. STEMBOR-Supervision Through Educational Management by Objectives and Results, Virginia Beach,

COMMUNITY PRIORITY RANKING OF GOALS

GOALS		
LEARN HOW TO BE A GOOD CITIZEN		
LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY		
LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD		
DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK		
LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES		
DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE		
LEARN HOW TO USE LEISURE TIME		
PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY		
APPRECIATE CULTURE AND BEAUTY IN THE WORLD		
GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS		
DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH		
DEVELOP GOOD CHARACTER AND SELF-RESPECT		
GAIN A GENERAL EDUCATION		
_____		
_____		
_____		

DEFINITIONS

*A GOAL

Broad Statement
Commitment
More than a year

Example: To enable each student to read to his/her capacity

*AN OBJECTIVE

Specific plan
Measurable
To achieve a goal
Timed - a year or less

Examples: Eighty percent of the students in grades 3 to 6 will score at or above the 65th percentile on the (Blank) Reading Test by June 1981.

I (the principal) will arrange a 12 hour inservice training program in remedial reading for all grade 3 to 6 teachers in April and May, 1980.

I (Grade III teacher) will prepare a contract system for teaching reading by June 30, 1980.

*It is understood that both have been mutually agreed upon.

NUMBERING SYSTEMS FOR GOALS AND OBJECTIVES

STEMBOR

GOALS, INSTITUTIONAL OBJECTIVES, AND PERSONAL OBJECTIVES PROLIFERATE IN A SCHOOL DISTRICT, A SCHOOL AND A CLASSROOM AND MUST BE TIED TOGETHER BY A SYSTEM DESIGNED FOR EASY IDENTIFICATION OF THE PARTS.

UNDER THE STEMBOR SYSTEM, THE FOLLOWING CLASSIFICATION SYSTEM IS USED TO PROVIDE AN IDENTIFICATION NUMBER FOR EACH GOAL AND OBJECTIVE:

GOALS ARE NUMBERED CONSECUTIVELY AND LISTED AS THE FIRST DIGIT IN THE IDENTIFICATION NUMBER.

INSTITUTIONAL OBJECTIVES TO ACHIEVE THE GOAL ARE NUMBERED CONSECUTIVELY AND LISTED AS THE SECOND DIGIT IN THE IDENTIFICATION NUMBER.

PERSONAL OBJECTIVES FOR EACH INSTITUTION OBJECTIVE ARE NUMBERED CONSECUTIVELY AND LISTED AS THE THIRD DIGIT IN THE IDENTIFICATION NUMBER.

NORFOLK PUBLIC SCHOOLS, VA

GOALS HAVE SINGLE DIGIT NUMBERS, e.g., GOAL 1

PERFORMANCE OBJECTIVES RETAIN THE GOAL NUMBER AND ADD A DIGIT FOR EACH PERFORMANCE OBJECTIVE FOR THAT GOAL, e.g., 1.1, 1.2, 1.3.

PROGRAMS RETAIN THE GOAL NUMBER, THE PERFORMANCE OBJECTIVE NUMBER, AND ADD A NUMBER FOR EACH PROGRAM, e.g., 1.1.1, 1.1.2, 1.1.3.

FIGURE VI-2

TEST ON WRITING OBJECTIVES

Place an "X" after each word in the following list that is specific enough to use in writing an objective.

Compare _____	Write _____	Understand _____
Appreciate _____	Learn _____	List _____
Grasp _____	Recite _____	Demonstrate _____

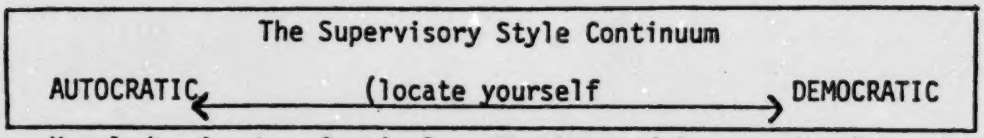
Part II

Place an "X" in the column to the right of each statement below that you believe has the six criteria for an objective. Assume that each is "designed to achieve a goal" and was "mutually agreed upon." If you believe any statement does not have all the criteria, list the missing criteria in the blank provided after the statement

1. All teachers will be provided an opportunity to participate in curriculum planning._____	
2. All pupils will learn to read to their capacity. _____	
3. All pupils will learn the times tables to nine by the end of Grade III. _____	
4. All senior high school students will enroll in a course leading to higher education or a trade as indicated on the annual guidance report, starting June 19__.	
5. Eighty percent of the pupils in Grades III to VI will be on grade level in Mathematics by June 19__ as measured on the (Blank) Mathematics Test_____ _____	

STEMBOR SUPERVISORY MODEL

I. KNOW THYSELF



Knowledge Areas: Curriculum, Teacher and Instructional Development. Methodology, Philosophy, Psychology, Sociology, Technology, History.

Ability Areas: Communication, Counseling, Evaluation, Decision making Leadership, Time management, etc.

II. KNOW THE LEARNING ENVIRONMENT

Environmental Influences: Legal, Economic, Competitive, Political, Social, Cultural, Religious-Ethical and Technological.

III. KNOW THE TEACHERS

As persons: Spiritual, Physical, Intellectual, Emotional and Social.

IV. KNOW THE STUDENTS

As a group: Developmental Tasks for Different Life Periods. Taxonomies in the cognitive, affective and psycho-motor domains.

As individuals: Know their records and aspirations

V. KNOW THE STEMBOR TEACHING MODEL (OR ONE OF YOUR OWN).

1. Determine the objectives 3. Plan to teach 5. Evaluate
2. Pre-test 4. Teach 6. Remediate

VI. PLAN THE LOGISTICS FOR SUPERVISION

-Master schedule for all personnel and facilities
-Objectives for all subjects and activities
-Teacher and student handbooks
-Orientation program for new teachers and students
-A plan for scheduling co-curriculum activities, assemblies, field trips, etc.
-Schedule faculty meetings to include creative discussions.
-A weekly calendar of meetings and activities

VII. PLAN AN INSERVICE PROGRAM

-Based on a needs assessment and cooperative teacher planning
-Professional resource center
-University and local courses
-Conferences, Workshops, Professional Organizations
-Time for teacher visitations
-Consultants

Drs. J.P. Mooney & C.A. Altimus, Stembor - Supervision Through Educational Management by Objectives and Results (Virginia Beach, VA: Patriot Press), 1979.

STEMBOR

SUPERVISION THROUGH EDUCATIONAL MANAGEMENT BY OBJECTIVES AND RESULTS

By

Dr. Joseph P. Mooney
Dr. Cyrus A. Altimus

ODU

THE LOGISTICS PROGRAM

In the interest of simplicity, the following description of the Logistics Program will focus on an elementary principal in a school of 20 teachers where there is no assistant principal or other supervisors between the teacher and the principal. The process can be adapted for large or small schools, as well as departmental and classroom situations.

Logistics are concerned with the "handling of the details of an operation."[6] Translated for education, logistics represent the basic planning a supervisor must do for and with his staff to familiarize them with operational details and resources. (Careful attention to the logistics for the entire staff will reduce the time a supervisor must spend in the objective setting conferences with individuals).

The following are logistic components designed to familiarize the faculty with the operational details and resources of the school:

1. MASTER SCHEDULE - The most important logistical task of the principal, the schedule must be written cooperatively with the staff and should balance the desires of the faculty with the needs of the students, provide for carefully planned use of space, special teachers and other human and physical resources. Teachers should have a tentative copy before leaving for the summer vacation. Students should be given schedules as they walk through the door for an orderly first day of

school. A well planned schedule is a giant step toward facilitating not only teacher, but also staff and student understanding of the school program.

2. OBJECTIVES FOR ALL ACTIVITIES - Objectives are the work horses that translate goals into measurable activities. Teachers should have easy access to clearly written objectives for all responsibilities, especially for the courses they teach. This will eliminate many questions by individual teachers (See Chapter VI).

3. TEACHERS' HANDBOOK - This should include all regulations a teacher is expected to follow (attendance, report card, etc.) and the routine he/she should know (committee responsibilities, pay day, etc.). This handbook should include pertinent data thus saving the supervisor many hours of individual explanations.

4. ORIENTATION PROGRAM FOR NEW TEACHERS - New Teachers should be introduced to all personnel with whom they will be working, all resources they will need in teaching, and all procedures they will be expected to follow. If the supervisor orients the group, he will not have to orient individuals.

5. WEEKLY CALENDAR - One should be published each Friday and include all routine notices, such as dates for meetings and special events, policy clarifications, etc., as well as creative ideas for program improvement and teacher self-improvement. The calendar can eliminate sporadic memos and PA announcements, preserve faculty meetings for creative discussions and answer for the group many questions the supervisor will consequently not have to answer for individuals. (Appendix VII-A).

6. FACULTY MEETINGS - These should be mutually planned to focus on topics of concern to the teachers and innovations. The more topics considered by the group, the fewer topics the supervisor will have to discuss with individuals. (Appendix VII-B)

7. A PLAN FOR A STAFF DEVELOPMENT PROGRAM - It should evolve from a Needs Assessment of the faculty and be designed to facilitate the achievement of the objectives for the school and the faculty. The program should include university and inservice courses, conference attendance, visitation days, consultant services and any activity that will help a teacher improve his/her teaching. The availability of these activities will enable teachers to plan their own self-improvement programs and thus reduce the time the supervisor will have to spend with each teacher.

8. A PLAN FOR SCHEDULING CO-CURRICULAR ACTIVITIES, ASSEMBLIES, FIELD TRIPS, ETC. - Teachers should know well in advance how they can integrate these activities into their classroom plans. Advance notices reduce daily questions.

9. A PROFESSIONAL RESOURCE CENTER - The availability of professional books and periodicals, materials, and other resources pointed to the needs and desires of the faculty can prove to be a time saving reference for the supervisor in working with teachers and an avenue to self improvement for teachers.

10. A PLAN FOR THE SUPERVISORY SEQUENCE - Teachers should know well in advance how often the supervisor will conference with them and visit them in the classroom. In addition, teachers should help develop and understand the criteria, written or not, that will be used to evaluate the classroom performance.

APPENDIX VII A

(BLANK) ELEMENTARY SCHOOL

Mark Meekins, Principal

WEEKLY CALENDAR

"Self Education is fine when the pupil is a born educator."
John A. Shedd, Salt of My Attic, p. 23

Monday, February 21

A special exhibit on the Life of George Washington is on view in the library before and after school and during the Lunch Hour.

Teachers who have not scheduled supervisory visits with the principal are asked to see him this week to arrange the dates.

3:30 p.m. - District Curriculum Committee Meeting. Office of the Assistant Superintendent for Instruction.

Tuesday, February 22 - George Washington's Birthday

Assembly - One Act Play: "What Made George Washington a Leader." By the Grade V classes.

9:30 to 10:30 a.m. Grades K-III

10:45 to 11:45 a.m. Grades IV to VI

Teachers Please Note: Requests for Visitation Days are due in the Principal's Office by 3:30 p.m. today.

Wednesday, February 23 - Ash Wednesday

Some pupils may be late because of church attendance. Note on attendance cards, but do not send the pupils to the office.

Wednesday, February 23 (CONTINUED)

3:15 to 4:15 p.m. Faculty Meeting - Cafeteria.

AGENDA

Report on Open Classroom Study by the Faculty Committee - Mr. Ahearn, Chairman -- a decision will have to be reached concerning the adoption of this plan because March 1st is the final date for submitting budget requests for 1978-9.

Discussion of a new plan to improve pupil conduct at lunch.

Recommendation by the Field Trip Committee, Mrs. Blythe, Chairman.

Topics introduced by the group.

Thursday, February 24

Science texts for Grades III-VI being considered for adoption are on display in the Professional Library. Teachers are asked to check them out and submit their recommendations by March 15th.

Friday, February 25

The books requested by the faculty have been catalogued in the Professional Library and are available to the staff.

Teacher Requests for in-service courses for the spring term are due in the principal's office today.

NOTE: Please reserve Wednesday, March 23, 3:30 to 5:00 p.m. for a district-wide meeting of Grade IV-VI teachers with the authors of the mathematics text.

Pay Day!

Have a happy ...

SUPERVISORY SEQUENCE

I. PRE-CLASSPOOM VISIT CONFERENCE

MUTUALLY - REVIEW PLANNED LESSON
MUTUALLY - PLAN STRATEGIES
MUTUALLY - SET OBJECTIVES FOR LESSON
MUTUALLY - PLAN THE VISIT
DEVELOP RAPPORT

II. CLASSROOM VISIT

DO NOT PARTICIPATE IN THE LESSON
TAKE DETAILED CHRONOLOGICAL NOTES
ANALYZE TEACHING
ANALYZE STUDENT PARTICIPATION
CHECK "CHECKLIST OF CLASSROOM ROUTINES"
SET DATE FOR POST-CLASSROOM VISIT

III. POST-CLASSROOM VISIT CONFERENCE

INCLUDES GOLDHAMMER'S #3 - ANALYSIS AND STRATEGY AND
#5 - POST ANALYSIS

REVIEW AND ANALYZE CHRONOLOGY
ANALYZE TEACHING TECHNIQUES
ANALYZE STUDENT PARTICIPATION
DETERMINE: WERE OBJECTIVES ACHIEVED?
ANALYZE SUCCESSES
PLAN IMPROVEMENT
ANALYZE SUPERVISORY TECHNIQUES
FINALIZE REPORT - COPY TO TEACHER

STEMROR—MOONFY & ALTIMUS

FIGURE VII-1

A CHECK LIST OF CLASSROOM ROUTINES

Designed to Guide Elementary Teachers in the Management of the Classroom.

The teacher will check each item and give the list to the supervisor before the classroom visit. The supervisor will check the list during the visit.

Code: S-Satisfactory, NI-Needs Improvement, U-Unsatisfactory, 0-Not Observe

THE CLASSROOM	Teacher	Supervisc
1. A functioning classroom library		
2. A variety of interest centers		
3. Projects displayed or in preparation		
4. Furniture arranged for maximum learning		
BULLETIN BOARDS		
1. All bulletin boards are utilized		
2. Some pupil-made work is in evidence		
3. Attractive and instructive printed materials are displayed		
4. Fire and air raid drill instructions are conspicuously posted		
PLAN BOOK		
1. Plans are consistent with the district courses of study		
2. Plans indicate attention to individual differences		
3. A variety of methods are in evidence		
4. Audio-visual aids are included		
5. Regular, meaningful homework assignments are shown		
6. It is clear enough for a substitute to follow		
CLASS BOOK		
1. Significant achievement test scores are listed		
2. It contains at least a mark a week for written work in major subject areas for each pupil		
3. It shows that homework assignments are checked regularly		
4. Excused and unexcused absences are noted		

Note: Lighting___ and Heating ___ should be evaluated while the supervisor is in the room.

Note: The items may be changed to serve different grade levels.

Teacher Room Grade Date

Supervisor Time in Room Date

CLASSROOM OBSERVATION FORM --- CHECK SHEET

(METHOD)												
QUESTIONING												
LISTENING												
EXPLAINING												
USING A/V												
WRITING AT BOARD												
REPRIMANDING												
PRAISING												
QUIET												
(TEACHER POSITION)												
SEATED AT DESK												
STANDING AT DESK												
STANDING BY WALL												
WALKING ABOUT ROOM												
(STUDENTS)												
ALL LISTENING												
SOME NOT LISTENING												
INDIVIDUAL RESPONSE												
WORKING BY SELVES												
WORKING IN GROUPS												
(AIM OF LESSON)												
KNOWLEDGE												
APPLICATION												
EVALUATION												
ORIGINATION												
TIME	5	10	15	20	25	30	35	40	45	50	55	60

TEACHER_____ SUPERVISOR_____

DATE_____ TIME_____ to_____ GRADE_____ SUBJECT_____

J.P.Mooney 2/81

Figure 6

CLASSROOM OBSERVATION FORM - ROUTINES AND STUDENTS

	S	N.I.	U		S	N.I.	U
Appearance of Room	☐	☐	☐	Ventilation	☐	☐	☐
Bulletin Boards	☐	☐	☐	Plan Book	☐	☐	☐
Shades or Blinds	☐	☐	☐	Class Book	☐	☐	☐
Care of Equipment	☐	☐	☐	Activity Centers	☐	☐	☐
Student Seating	☐	☐	☐	School Rules Enforced	☐	☐	☐

S=Satisfactory N.I.= Needs Improvement U=Unsatisfactory No check=Not observed

			Front			
			Rear			

B=BOY CHART CODE G=GIRL

A - Answers Questions
Q - Asks Questions
O - Offers information
I - Interrupts teacher
W - Whispers to peers
L - Listening

SL - Sleeping
D - Daydreaming
R - Reading
WR - Writing
WG - Working at seat
WG - Working with group

TEACHER _____ SUPERVISOR _____

DATE _____ 1981 TIME_____ to _____ GRADE _____ SUBJECT _____

J.P. Mooney 1/81